

Classroom Lesson Plan

Lesson 1: The Protect Yourself Rules

Grade: K

CA HEC Standards:

- **1.1.S:** Identify safety rules for the home, the school, and the community.
- **1.4.S:** Distinguish between appropriate and inappropriate touching.
- **1.5.S:** Explain that everyone has the right to tell others not to touch his or her body.
- **4.1.S:** Demonstrate how to ask a trusted grown-up for help or call 9-1-1.



Protect Yourself Rules:

- Safe Touch, Unsafe Touch
- Tell a Grown-Up
- Shout, Run, Tell

Key Terms:

- Private Body Parts
- Protect Yourself
- Rules
- Safe/Unsafe

Materials Needed:

- Video Lesson: "The Protect Yourself Rules"
- Video Lesson: "Shout, Run, Tell"
- Printable Book pages

Outcomes:

This lesson will introduce students to The Protect Yourself Rules: 6 rules to recognize and prevent abuse.

Students will learn the concept of safe/unsafe as it applies to personal body safety, and why they must always tell a trusted grown-up if someone makes them feel unsafe.

Students will learn skills for safety and disclosure of abuse with the "Shout, Run, Tell" Protect Yourself Rule.



THE BARBARA SINATRA CHILDREN'S CENTER FOUNDATION

Extension lessons produced in collaboration with WonderGroveLearn.com

Grade K Lesson 1 • v01

Classroom Lesson Plan

Lesson 1: The Protect Yourself Rules

Grade: K

1. Student Introduction:

Tell the students that they are going to watch videos about different kinds of touches. Most touches are okay, but there are some touches that are unsafe. Touches on parts of our body that are covered by a bathing suit are unsafe, and no one is ever allowed to touch us there.

The children in the videos are named Sarah and Lenny. Sarah and Lenny are going to help us learn the difference between touches that are safe and touches that are unsafe. They will also teach us what to do if we think we've been touched in an unsafe way, and how to get away if someone makes us feel unsafe.

Their counselor's name is Ms. Barbara, and she will help us learn rules for touching. They're called The Protect Yourself Rules.

2. Video Lessons:

Play the video lessons "The Protect Yourself Rules" and "Shout, Run, Tell."

3. Printable Book:

Follow the directions on the Printable Book Directions page to assist the students in creating their Printable Book. Use the Printable Book's pictures and rule icons to reinforce the lesson's Protect Yourself Rules and key terms.

4. Discussion:

Safe Touch / Unsafe Touch

5. Activity:

Shout, Run, Tell

6. Review



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PRINTABLE BOOK

Use this Printable Book to review and reinforce the video lessons.
Printable Books are a great send-home to show parents what was learned!

- 1.1.S** Identify safety rules for the home, the school, and the community.
- 1.4.S** Distinguish between appropriate and inappropriate touching.
- 1.5.S** Explain that everyone has the right to tell others not to touch his or her body.
- 4.1.S** Demonstrate how to ask a trusted grown-up for help or call 9-1-1.

Video Lessons:

- “The Protect Yourself Rules”
- “Shout, Run, Tell”

Key Terms:

- Private Body Parts, Protect Yourself, Rules, Safe/Unsafe

Materials Needed:

- Printable Book pages
- Scissors
- Stapler

Preparation:

- Print copies of the Printable Book pages for each student.
- Gather the needed materials in an appropriate area.

Steps to Success:

1. Have students carefully cut along the dotted line that runs across the center of the page.
2. Have the students fold the book pages along the solid fold line that runs vertically down the center of the page.
3. Assist students in stapling the pages together.



CA HEC Standards:

- **1.4.S:** Distinguish between appropriate and inappropriate touching.
- **1.5.S:** Explain that everyone has the right to tell others not to touch his or her body.



SAFE TOUCH / UNSAFE TOUCH

Now that the students have completed their Printable Books, it's time to talk about the rules in-depth. Refer students to their Printable Books to revisit the examples from the video lessons.

- Ask students to list some rules that they have at home or at school.
- Explain that The Protect Yourself Rules are just like their home or school rules, but for everywhere they go. The Protect Yourself Rules help us know if touches are safe or unsafe at home, at school, and everywhere else.
- Call on volunteers to list examples of Safe Touches at home (ex., hugs, games, washing, etc.), at school (ex., high-fives, games like duck-duck-goose, etc.), and in the community (ex., touches from doctors, paramedics, etc.).
- Review with students the parts of their bodies that other people shouldn't touch (ex., places that would be covered by a bathing suit). These are Unsafe Touches.
- Explain that Unsafe Touches can seem playful or gentle. The most important thing we can do is remember the difference between Safe Touches and Unsafe Touches. Any touch to a private body part or a part of our bodies that would be covered by a bathing suit is an Unsafe Touch.

Establish the students' sense of ownership of their own bodies.

- Your body belongs to you. You have the right to tell others if you don't want to be touched. If someone touches you in a way they shouldn't, you can tell them to stop, or say 'I don't want to be touched.'
- You can tell people to stop if you think they are going to touch you on a private part of your body. You can tell them to go away, and you can tell a grown-up you trust to make them stop.
- What are some ways you can tell someone when you don't want to be touched?



SHOUT, RUN, TELL

4.1.S: Demonstrate how to ask a trusted grown-up for help or call 9-1-1.

This activity will accustom students to reacting to unsafe situations quickly and confidently.

Materials Needed:

- Loud, strong voices!

Preparation:

- In the video, Lenny showed us that if someone is making us feel unsafe, we should Shout, Run, and Tell. We're going to practice doing what Lenny did: Shout, Run, and Tell.
- Shout means GET LOUD. If someone is making us feel unsafe, we can shout at them to STOP, tell them to GET AWAY, or shout for HELP! It doesn't matter where we are or what we're doing. Nothing is more important than our safety, and we can protect ourselves by shouting and causing a scene. The more people that hear, the better. If someone makes us feel unsafe, we should shout for HELP!

Steps to Success:

Tell students that they will practice shouting to protect themselves in unsafe situations. Pose a series of unsafe situations and instruct the students to shout the appropriate response as loudly, clearly, and forcefully as they can.

- You're in a crowded mall with your parents when a person you don't know tries to take your arm. Everyone shout: DON'T TOUCH ME!

- You're at recess and another student touches you in a way that hurts. Everyone shout: DON'T TOUCH ME!
- You're playing at the park when a person you don't know starts talking to you. The person asks you to go somewhere with them. Everyone shout: HELP! I DON'T KNOW THIS PERSON!
- You're in a quiet store and a person you don't know asks you to go somewhere with them. Everyone shout: HELP! I DON'T KNOW THIS PERSON!
- You're at home and a relative touches you in a way that makes you feel uncomfortable. Everyone should: I DON'T WANT TO BE TOUCHED!

Recap:

- Is there any place where we shouldn't get loud if we feel unsafe?



Review

Lesson 1: The Protect Yourself Rules

Grade: K

CA HEC Standards:

- **1.1.S:** Identify safety rules for the home, the school, and the community.
- **1.4.S:** Distinguish between appropriate and inappropriate touching.
- **1.5.S:** Explain that everyone has the right to tell others not to touch his or her body.
- **4.1.S:** Demonstrate how to ask a trusted grown-up for help or call 9-1-1.



To review, pose a series of questions to evaluate student learning outcomes. Call on volunteers or have the class answer as a group.

- Which Protect Yourself Rule should we remember to know if a touch is okay or not okay?
- What is a private body part?
- If a friend touches us in a way that makes us uncomfortable, is that a Safe Touch or an Unsafe Touch?
- Which Protect Yourself Rule do we use to get away from an Unsafe Touch?
- If someone touches us on a part of our body that would be covered by a bathing suit, is that a Safe Touch, or an Unsafe Touch?
- If someone asks us to touch them on a private part of their body, should we get away and tell a grown-up we trust?
- If we're in a quiet store and someone touches us in an unsafe way, is it okay to shout at them as loud as we can to stop?
- When are we allowed to tell others that we don't want to be touched?



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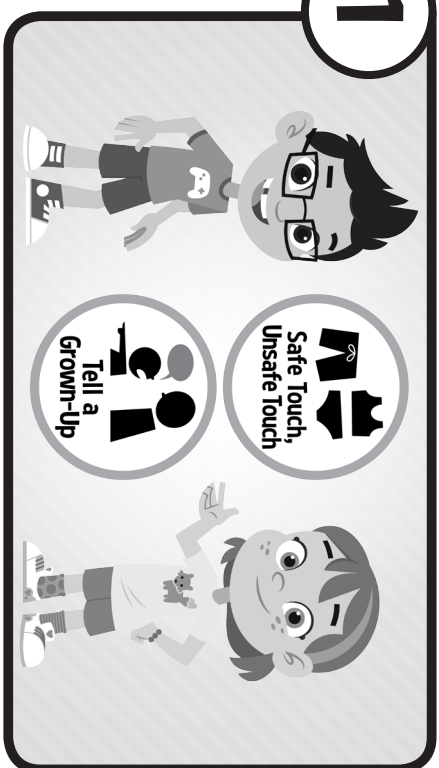
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The Protect Yourself Rules



This book belongs to:

1



We use **The Protect Yourself Rules**.

cut line

fold line

2



Protect Yourself means be safe.

3



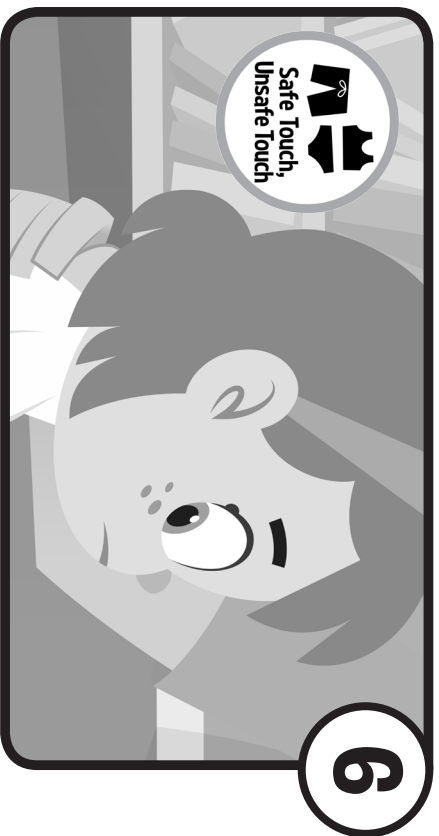
Rules help us know how to be safe.



4

The **Protect Yourself Rules** help us know how to be safe.

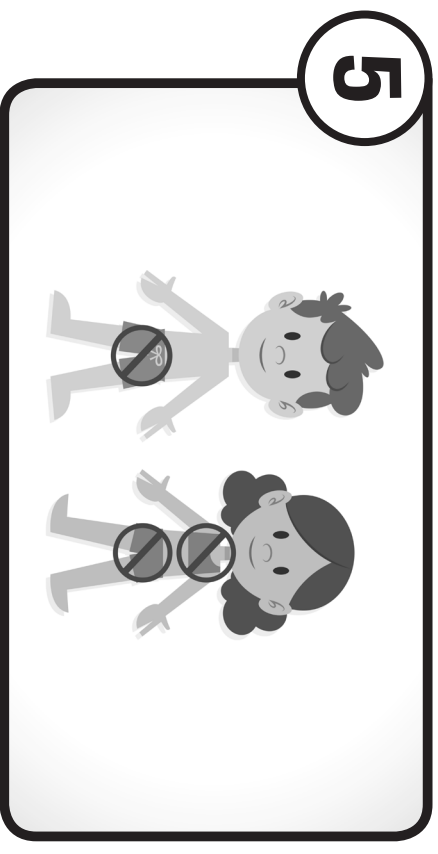
cut line



6

No one can touch our **private body parts**. These are **Unsafe Touches**.

fold line



5

We have **private body parts**.



7

Safe Touches are good.



8

Unsafe Touches are bad.

cut line



10

We always tell a grown-up we trust.

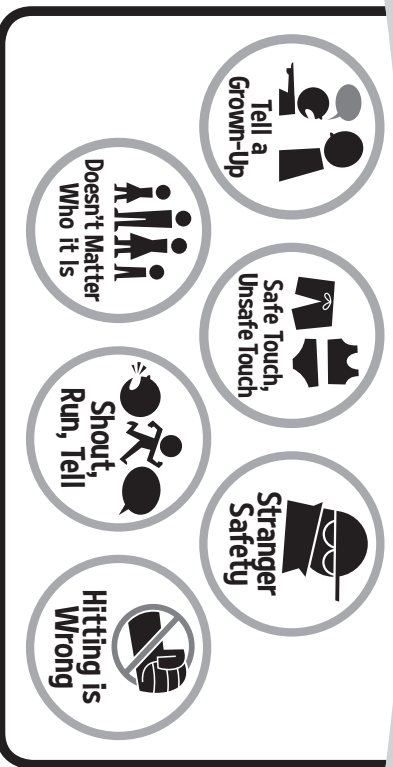
fold line



9

We never keep Unsafe Touches a secret.

The Protect Yourself Rules



We always remember
The Protect Yourself Rules.

staple

staple

Classroom Lesson Plan

Lesson 2: **It Doesn't Matter Who it Is**

Grade: K

CA HEC Standards:

- **1.1.S:** Identify safety rules for the home, the school, and the community.
- **1.4.S:** Distinguish between appropriate and inappropriate touching.
- **1.5.S:** Explain that everyone has the right to tell others not to touch his or her body.
- **5.1.S:** Identify situations when it is necessary to seek grown-up help or call 9-1-1.



Protect Yourself Rules:

- Safe Touch, Unsafe Touch
- It Doesn't Matter Who it Is
- Tell a Grown Up

Key Terms:

- Private Body Parts
- Safe/Unsafe

Materials Needed:

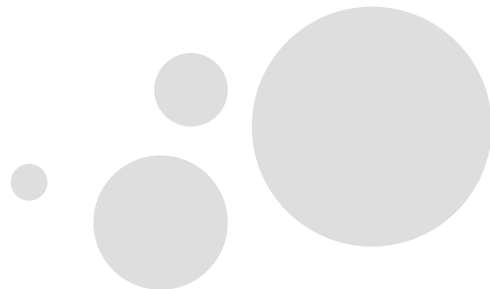
- Video Lesson: "Safe Touch, Unsafe Touch"
- Video Lesson: "A Neighbor"
- Printable Book pages

Outcomes:

This lesson will continue the discussion of the Safe Touch, Unsafe Touch rule by presenting a story in which the rule is used.

Students will distinguish Safe Touches from Unsafe Touches, explain that they have the right to tell others not to touch their body, and be introduced to the concept of ownership over their bodies.

Focus will be given to a new Protect Yourself Rule: It Doesn't Matter Who it Is. Students will learn that Unsafe Touches are off-limits, even if the person who touches them is a friend or relative.



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Classroom Lesson Plan

Lesson 2: **It Doesn't Matter Who it Is**

Grade: K

1. Student Introduction:

Take a moment to review with students what they learned in the previous lesson. They should be familiar with the concept of ownership over their bodies and should know that they have the right to tell others if they do not want to be touched. They should also understand that private body parts are parts that are covered by a bathing suit.

Sarah and Ms. Barbara are going to help us learn to tell the difference between a Safe Touch and an Unsafe Touch. Then, Sarah will share a story about a time that she used the Protect Yourself Rules to stay safe. A family friend touched her on a private part of her body, and she knew that that was an Unsafe Touch.

If we think that someone has touched us in an unsafe way, we have to get away and Tell a Grown-Up we trust. It Doesn't Matter Who it Is; not even friends or relatives are allowed to touch us on private parts of our bodies.

2. Video Lessons:

Play the video lesson "Safe Touch, Unsafe Touch".

Play the video lesson "A Neighbor".

3. Printable Book:

Follow the directions on the Printable Book Directions page to assist the students in creating their Printable Book. Use the Printable Book's pictures and rule icons to reinforce the lesson's Protect Yourself Rules and key terms.

4. Discussion:

It Doesn't Matter Who it Is

5. Activity:

When to Ask for Help

6. Review



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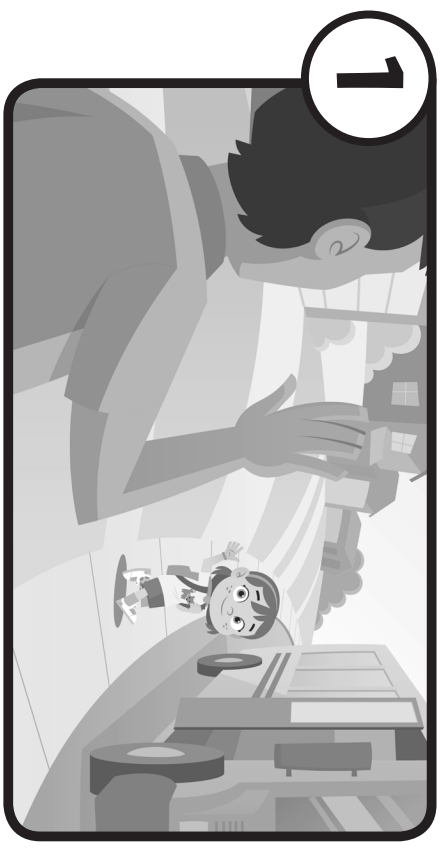
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It Doesn't Matter Who It Is



This book belongs to:



1

Sarah had a neighbor named Mr. Caro.

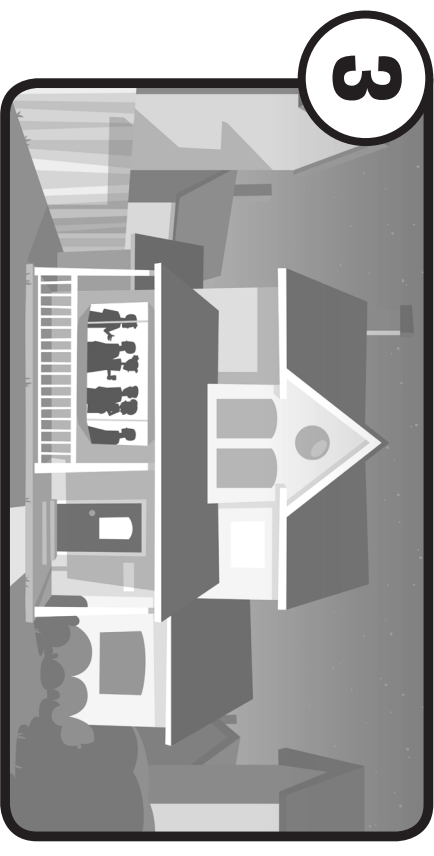
cut line



2

Mr. Caro was always nice to Sarah.
They were friends.

fold line



3

One night, Sarah's parents had a party.



The neighbor Mr. Caro came to play with Sarah.



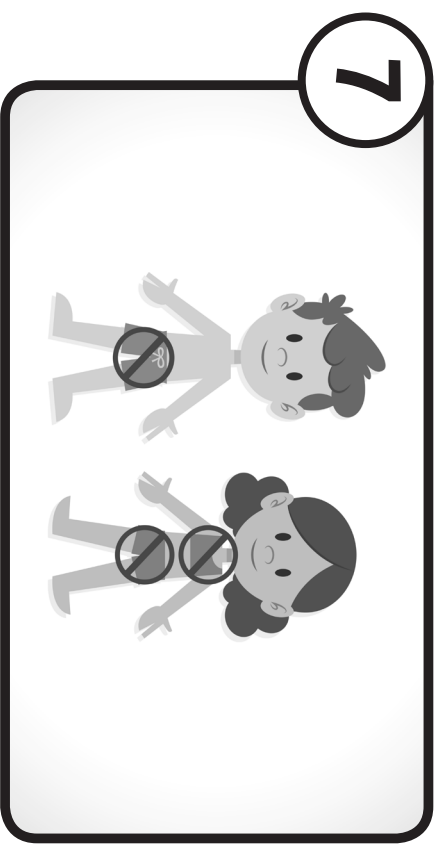
Sarah had fun playing with Mr. Caro. She felt safe.

cut line

fold line



But then Mr. Caro started to tickle Sarah on a **private body part**. Now she felt unsafe.



Sarah knew that tickling on a **private body part** is an **Unsafe Touch**.



Mr. Caro was her friend, but
It Doesn't Matter Who it Is.

cut line



Sarah ran away from Mr. Caro and told
 her dad what happened.

fold line



Sarah shouted for Mr. Caro to stop,
 loudly and clearly.

The Protect Yourself Rules



Sarah used the **Protect Yourself Rules** to stay safe.

staple

staple

Discussion

Lesson 2: It Doesn't Matter Who it Is

Grade: K

CA HEC Standards:

- **1.4.S:** Distinguish between appropriate and inappropriate touching.
- **1.5.S:** Explain that everyone has the right to tell others not to touch his or her body.



IT DOESN'T MATTER WHO IT IS

Now that the students have completed their Printable Books, it's time to talk about the rules in-depth. Refer students to their Printable Books to revisit the examples from the video lessons.

- As you read the Printable Book, have students raise their hand when they think an Unsafe Touch has happened, and explain why the touch was unsafe (ex., Because it was a touch to a private part, a bathing suit area, etc.).
- When Mr. Caro touches Sarah, ask students why it was okay that she yelled at him to stop. Students should understand that it is okay to shout, make a scene, or run away to protect ourselves if we think someone has or wants to touch us in an unsafe way. This is how we protect ourselves.
- Unsafe Touches are confusing because they can seem playful or gentle. How do we know for sure that a touch is unsafe? (ex., If it's on a private body part, a bathing suit area, etc.). Tickling is a playful touch, but if it is on a private body part, it is an Unsafe Touch.
- Ask students which Protect Yourself Rule they should always follow if someone has made them feel unsafe (Tell a Grown-Up). Use Sarah as the appropriate example.
- Someone that makes us feel uncomfortable or touches us in an unsafe way might ask us to keep it a secret. When should we keep Unsafe Touches a secret? (Never keep Unsafe Touches a secret!).
- If we are touched in an unsafe way by a friend or family member and they ask us to keep it a secret, is it okay to tell? (Yes, always tell a grown-up about Unsafe Touches).
- If we're confused about a touch from a friend or family member, which Protect Yourself Rule can we remember? (It Doesn't Matter Who it Is).



WHEN TO ASK FOR HELP

5.1.S: Identify situations when it is necessary to seek grown-up help or call 9-1-1.

This activity will reinforce unsafe situations as situations in which children always need to ask for help from a grown-up.

Materials Needed:

- Whiteboard, markers

Preparation:

- Make two columns on the board. Label the first column “things I can do myself” and the second column “things I need a grown-up’s help with.”
- Explain that we always have to ask for help from grown-ups if we feel unsafe. If someone gives us an Unsafe Touch, we have to tell a grown-up we trust.
- Explain that it is always okay to ask for a grown-up’s help when feeling unsafe. Nothing is more important than our safety.

Steps to Success:

1. Have students list things they can do by themselves (ex., put away toys, make a snack, feed pets, etc.). Write their answers in the first column.
2. Have students list times they need to ask for help from grown-ups at home (ex., reaching high objects, doing chores, putting on band-aids, etc.). Write their answers in the second column.
3. With guidance, have students list unsafe situations

in which they would need to ask a grown-up for help (ex., if someone makes them feel unsafe, if they think someone has given them an Unsafe Touch, if someone has made them feel uncomfortable, if someone has asked them to keep touching a secret, etc.). Write their answers in the second column.

Recap

- We always have to get help from a grown-up if someone makes us feel uncomfortable or unsafe. When we get hurt, we tell a grown-up right away so they can make it better. In the same way, we also Tell a Grown-Up right away about Unsafe Touches. We never keep Unsafe Touches a secret.



Review

Lesson 2: It Doesn't Matter Who it Is

Grade: K

CA HEC Standards:

- **1.1.S:** Identify safety rules for the home, the school, and the community.
- **1.4.S:** Distinguish between appropriate and inappropriate touching.
- **1.5.S:** Explain that everyone has the right to tell others not to touch his or her body.
- **5.1.S:** Identify situations when it is necessary to seek grown-up help or call 9-1-1.



To review, pose a series of questions to evaluate student learning outcomes. Call on volunteers or have the class answer as a group.

- Is it okay for a friend or a relative to touch us on a place that would be covered by a bathing suit?
- If someone we know makes us feel uncomfortable and asks us to keep it a secret, what should we do?
- Is it okay for someone to ask us to touch them on a private part of their body?
- Which Protect Yourself Rule reminds us that not even friends or relatives are allowed to touch us on private parts of our body?
- If someone touches us on a private part of our body at home, is it okay to shout, run away, and tell a grown-up?
- If someone makes us feel uncomfortable or unsafe in a public place, is it okay to tell them to go away?
- When are we allowed to tell people that we don't want to be touched?
- If we're confused about a touch from a friend or family member, which Protect Yourself Rule should we remember?
- Can a touch that's playful or gentle still be an Unsafe Touch?



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PRINTABLE BOOK

Use this Printable Book to review and reinforce the video lessons. Printable Books make a great send-home to show parents what was learned!

- **1.1.S:** Identify safety rules for the home, the school, and the community.
- **1.4.S:** Distinguish between appropriate and inappropriate touching.
- **1.5.S:** Explain that everyone has the right to tell others not to touch his or her body.
- **5.1.S:** Identify situations when it is necessary to seek adult help or call 9-1-1.

Video Lessons:

- "A Neighbor"

Key Terms:

- Private Body Parts, Safe/Unsafe

Materials Needed:

- Printable book pages
- Scissors
- Stapler

Preparation:

- Print copies of the Printable Book pages for each student.
- Gather the needed materials in an appropriate area.

Steps to Success:

1. Have students carefully cut along the dotted line that runs across the center of the page.
2. Have the students fold the book pages along the solid fold line that runs vertically down the center of the page.
3. Assist students in stapling the pages together.



Classroom Lesson Plan

Lesson 3: Stranger Safety

Grade: K

CA HEC Standards:

- **1.1.S:** Identify safety rules for the home, the school, and the community.
- **1.10.S:** Identify people who are strangers and how to avoid contact with strangers
- **5.2.S:** Role-play what to do if a stranger at home, in a car, or on the street approaches you.
- **5.1.S:** Identify situations when it is necessary to seek grown-up help or call 9-1-1.



Protect Yourself Rules:

- Stranger Safety
- Shout, Run, Tell
- Tell a Grown-up

Key Terms:

- Stranger
- Safe/Unsafe
- Trust/Trusted

Materials Needed:

- Video Lesson: "A Friendly Stranger"
- Printable Book pages

Outcomes:

This lesson will give students guidelines for interacting safely with people they don't know, and will equip students with active responses to unsafe situations with strangers.

The golden rule of Stranger Safety is to never go anywhere with someone you don't know.

This lesson also reinforces the Shout, Run, Tell Protect Yourself Rule.

Distinctions are made for "safe" strangers that students can go to for help, such as police officers, firefighters, people in uniform at a store, and parents with other children.



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1. Student Introduction:

A stranger is a person we don't know. Most strangers are nice, but because we don't know them, we always have to follow The Stranger Safety Protect Yourself Rule to stay safe.

The Stranger Safety Rule helps us remember how to act safely around strangers. We don't talk to strangers, and we never go anywhere with them if they ask us to.

In our video, Sarah and Lenny are going to tell us a story about a time they met a stranger. They had to remember the Stranger Safety rule to make a safe choice. They also had to remember the Shout, Run, Tell rule to get away.

2. Video Lessons:

- Play the video lesson "A Friendly Stranger."

3. Printable Book:

- Follow the directions on the Printable Book Directions page to assist the students in creating their Printable Book. Use the Printable Book's pictures and rule icons to reinforce the lesson's Protect Yourself Rules and key terms.

4. Discussion:

- Stranger Safety

5. Activity:

- How to Say "No" to a Stranger and Get Away

6. Review





PRINTABLE BOOK

Use this Printable Book to review and reinforce the video lessons.
Printable Books make a great send-home to show parents what was learned!

- **1.1.S:** Identify safety rules for the home, the school, and the community.
- **1.10.S:** Identify people who are strangers and how to avoid contact with strangers.
- **5.1.S:** Identify situations when it is necessary to seek adult help or call 9-1-1.
- **5.2.S:** Role-play what to do if a stranger at home, in a car, or on the street approaches you.

Video Lessons:

- A Friendly Stranger

Key Terms:

- Stranger, Safe/Unsafe

Materials Needed:

- Printable book pages
- Scissors
- Stapler

Preparation:

- Print copies of the Printable Book pages for each student.
- Gather the needed materials in an appropriate area.

Steps to Success:

1. Have students carefully cut along the dotted line that runs across the center of the page.
2. Have the students fold the book pages along the solid fold line that runs vertically down the center of the page.
3. Assist students in stapling the pages together.



CA HEC Standards:

- **1.10.S:** Identify people who are strangers and how to avoid contact with strangers
- **5.1.S:** Identify situations when it is necessary to seek grown-up help or call 9-1-1.



STRANGER SAFETY

Now that the students have completed their Printable Books, it's time to talk about the rules in-depth. Refer students to their Printable Books to revisit the examples from the video lessons.

- Review what a stranger is. Who counts as a stranger? (ex., Anyone we don't know.)
- Ask students if they've ever seen a bad stranger. What does a bad stranger look like? Conclude that strangers just look like regular people. We can't tell if a person is bad just by looking at them.
- Brainstorm some things we should never do with strangers (ex., Don't talk to strangers, don't go anywhere with them, etc.).
- Ask students to think of something that a grown-up might need their help with. Guide students to the conclusion that a grown-up will never need a child's help.
- Call on volunteers to explain which Protect Yourself Rule we should use if a stranger asks us to go somewhere with them or makes us feel unsafe (ex., Shout, Run, Tell).
- Brainstorm some examples of "safe" strangers (ex., Police officers, firefighters, people in uniforms at the store, people with other children, etc.).
- Explain that if students ever need to ask for help from a "safe" stranger (if they're lost in a grocery store, etc.) they should do so in a public place with lots of other people around.



HOW TO SAY “NO” TO A STRANGER AND GET AWAY

5.2.S: Role-play what to do if a stranger at home, in a car, or on the street approaches you.

This activity uses the Printable Book to present Stranger Safety situations for students to react to. Students will decide the safest choice that Sarah and Lenny could make in the story.

Materials Needed:

- Printable Book
- Crayons or other writing utensils
- Tape

Preparation:

- Refer to the Printable Book to review the Stranger Safety Rule.
- Remind students that even if a stranger seems nice, if they offer us things (puppies, candy, etc.) or ask us to go somewhere with them, they are not nice.
- Review the “Shout, Run, Tell” rule.
- Explain that we should only interact with strangers if our parents are present and give us permission.
- Explain that if a stranger asks us to go somewhere with them, we have to tell them “NO” loudly and clearly. We can also walk or run away.

Steps to Success:

1. Read the Printable Book out loud, and ask students to think of the safest choice Sarah and Lenny could make on each page (ex., On page 6, Lenny should have asked his mom before he went to pet the strange man’s dog.)
2. Ask students to raise their hand when they think Lenny and Sarah should Shout, Run, and Tell (ex., On page 7, and page 8).

Recap:

- Lenny and Sarah learned that we don’t have to be scared of strangers. We stay safe by being careful around all people that we don’t know.



Review

Lesson 3: Stranger Safety

Grade: K

CA HEC Standards:

- **1.1.S:** Identify safety rules for the home, the school, and the community.
- **1.10.S:** Identify people who are strangers and how to avoid contact with strangers
- **5.2.S:** Role-play what to do if a stranger at home, in a car, or on the street approaches you.
- **5.1.S:** Identify situations when it is necessary to seek grown-up help or call 9-1-1.



To review, pose a series of hypothetical questions to evaluate student learning outcomes. Call on volunteers or have the class answer as a group.

- While waiting for the school bus, your mom runs back inside your house to get your lunch. Then, a woman you do not know drives up and offers to take you to school. What should you do?
- You get lost in a grocery store and need help finding your parents. Who should you ask for help?
- You and a friend are at the park. A man walks up and says your mom told him to take you to his car. What should you do?
- You're in a store and there is a worker giving away cookies. Should you ask a parent before taking a cookie?
- You and a friend are playing at your friend's house and their neighbor asks you to come into their house. What can you tell them to get away?
- A stranger comes very close to you and your parents aren't around. The stranger makes you feel unsafe. Which Protect Yourself Rule should you use?



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A BARBARA SINATRA Printable Book

Stranger Safety



This book belongs to:

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1

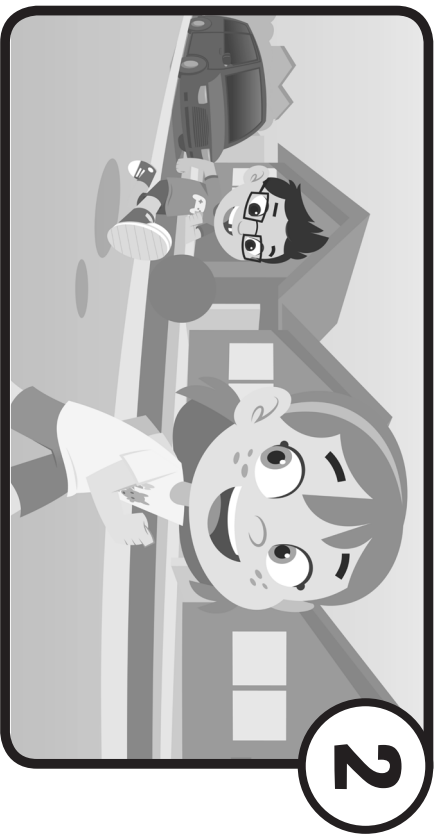


Lenny and Sarah learned about **Stranger Safety**.

cut line

fold line

2



They played at the park with Lenny's mom.

3



Lenny and Sarah know that a **stranger** is a person we don't know.



We always have to follow the **Stranger Safety** rule to be safe.

cut line



We do not take things from **strangers** if they offer them to us.

fold line



We do not talk to **strangers** when our mom or dad isn't with us.



We do not go anywhere with **strangers** if they ask us to.



The **stranger** asked Lenny and Sarah to go in his car.

cut line



Lenny and Sarah knew to **Shout, Run, and Tell**. They shouted "No!"

fold line



Then they ran away and told Lenny's mom, who is a **trusted** grown-up.

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The Protect Yourself Rules



Lenny and Sarah use the **Protect Yourself Rules** to stay safe.

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Classroom Lesson Plan

Lesson 4: Know When to Tell

Grade: K

CA HEC Standards:

- **1.1.S:** Identify safety rules for the home, the school, and the community.
- **1.4.S:** Distinguish between appropriate and inappropriate touching.
- **5.1.S:** Identify situations when it is necessary to seek grown-up help or call 9-1-1.
- **1.4.G:** Identify trusted adults who promote healthy growth and development (e.g., physicians, nurses, dentists, and optometrists).



Protect Yourself Rules:

- Hitting is Wrong
- Shout, Run, Tell
- Tell a Grown-up

Key Terms:

- Hitting
- Secrets
- Shout
- Run
- Tell
- Trusted Grown-Up

Materials Needed:

- Video Lesson: "Recognize the Signs"
- Printable Book pages

Outcomes:

Students will expand their understanding of Unsafe Touches to include touches that hurt (ex., physical abuse, hitting, pinching, kicking, throwing things). This Protect Yourself Rule is called Hitting is Wrong.

Students will understand that hitting and Unsafe Touches of all kinds must never be kept a secret. Telling about Hitting or Unsafe Touches is more important than any promise to a friend or family member, because nothing is more important than our safety.

Students will identify situations in which it is necessary to seek grown-up help, such as when they believe themselves or a friend have been a victim of Hitting or other Unsafe Touches.

Students will also identify trusted grown-ups who are allowed to touch us for medical reasons, such as physicians, dentists, and nurses.



THE BARBARA SINATRA CHILDREN'S CENTER FOUNDATION

Extension lessons produced in collaboration with WonderGroveLearn.com

Grade K, Lesson 4 • v01

1. Student Introduction:

We learned that Unsafe Touches are touches to private parts of our body that are covered by our bathing suits. Unsafe Touches are never okay. Now we're going to learn about another kind of touch that is never okay: touches that hurt.

Hitting is Wrong, and kids should never get hurt at home. Hitting, pinching, kicking, biting, and throwing things are all abuse. No one should ever touch us in a way that makes us hurt. If it happens, we can't keep it a secret. If we think someone in our family or someone we know is being hurt, we have to tell a grown-up we trust.

It might be hard to tell a grown-up about hitting. If someone hurts us, they might make us promise not to tell. We're going to watch a video about our friend Sarah. Sarah finds out that her friend Abby is being hurt at home. To help her friend, Sarah has to break a promise and Tell a Grown-Up.

2. Video Lessons:

- Play the video lesson Recognize the Signs

3. Printable Book:

- Follow the directions on the Printable Book Directions page to assist the students in creating their Printable Book. Use the Printable Book's pictures and rule icons to reinforce the lesson's Protect Yourself Rules and key terms.

4. Discussion:

- Never Keep Unsafe Touches a Secret

5. Activity:

- Paper Plate Faces (Trusted Grown-Ups)

6. Review





PRINTABLE BOOK

Use this Printable Book to review and reinforce the video lessons. Printable Books make a great send-home to show parents what was learned!

- 1.1.S** Identify safety rules for the home, the school, and the community.
- 1.4.S** Distinguish between appropriate and inappropriate touching.
- 5.1.S** Identify situations when it is necessary to seek grown-up help or call 9-1-1.
- 1.4.G** Identify trusted adults who promote healthy growth and development.

Video Lessons:

- “Recognize the Signs”
- “Shout, Run, Tell”

Key Terms:

- Hitting, Secrets, Shout, Run, Tell, Trusted Grown-Up

Materials Needed:

- Printable Book pages
- Scissors
- Stapler

Preparation:

- Print copies of the Printable Book pages for each student.
- Gather the needed materials in an appropriate area.

Steps to Success:

1. Have students carefully cut along the dotted line that runs across the center of the page.
2. Have the students fold the book pages along the solid fold line that runs vertically down the center of the page.
3. Assist students in stapling the pages together.



CA HEC Standards:

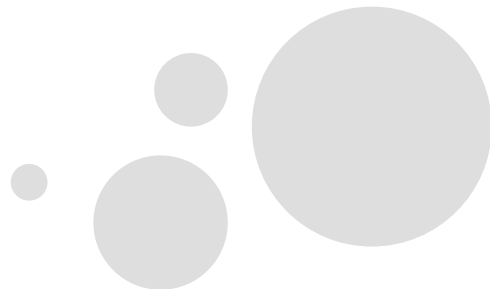
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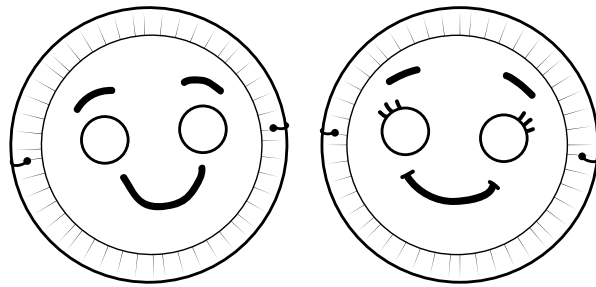


NEVER KEEP UNSAFE TOUCHES A SECRET

Now that the students have completed their Protect Yourself Rulebooks, it's time to talk about the rules in-depth. Refer students to their Protect Yourself Rulebooks to revisit the examples from the video lessons.

- Review with students the Hitting is Wrong Protect Yourself Rule, which includes all touches that hurt. Ask them to name hurtful touches (ex., Hitting, kicking, pinching, biting, throwing things, etc.).
- Assist students in explaining what a secret is.
- Ask students if they've ever kept secrets before (ex., Birthday surprises, etc.).
- Ask students if they can think of a situation when it's okay to keep hitting a secret. Guide students to the conclusion that it is never okay to keep hitting a secret.
- Ask students who they should tell if they think someone they know is being hurt at home.





PAPER PLATE FACES (TRUSTED GROWN-UPS)

1.4.G: Identify trusted grown-ups who promote healthy growth and development (e.g., physicians, nurses, dentists, and optometrists).

Students will use paper plates to draw faces of trusted grown-ups, like parents, relatives, teachers, police officers, etc. This will develop their understanding of who they can go to if they think they've experienced an unsafe situation.

Materials Needed:

- A stack of paper plates.
- Crayons, markers, colored pencils, or any other art supplies.

Preparation:

- Discuss what a trusted grown-up is. Who are some grown-ups we can trust besides family members? Who is a trusted grown-up in your life?

Steps to Success:

1. Hand out a paper plate to each student.
2. Tell each student to picture a grown-up that they trust. What do they look like? What is their job? What do they wear? Do they know them? They can be

parents, relatives, doctors, etc.

3. Next, ask the students to draw the trusted grown-ups face on the plate. Decorate the plates with any materials available.

Recap:

- Trusted non-family grown-ups like doctors can touch us on private parts of our bodies for medical reasons. If a medical grown-up touches us in a way that we think is unsafe, we still have to tell a grown-up we trust.



CA HEC Standards:

- **1.1.S:** Identify safety rules for the home, the school, and the community.
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- **5.1.S:** Identify situations when it is necessary to seek grown-up help or call 9-1-1.
- **1.4.G:** Identify trusted grown-ups who promote healthy growth and development (e.g., physicians, nurses, dentists, and optometrists).



To review, pose a series of questions to evaluate student learning outcomes. Call on volunteers or have the class answer as a group.

- Which Protect Yourself Rule do we remember if we think someone is being hurt at home?
- Is hitting a Safe Touch, or an Unsafe Touch?
- Is throwing a toy at someone a Safe Touch, or an Unsafe Touch?
- Is it okay to keep Unsafe Touches a secret?
- Who can we tell if we think someone we know is being hurt at home?
- Who are medical grown-ups that we trust?
- If we see our friend get hurt at home, but they make us promise not to tell anyone, what should we do?
- Can a touch that seems playful or gentle still be an Unsafe Touch?



Know When to Tell



This book belongs to:

cut line

fold line



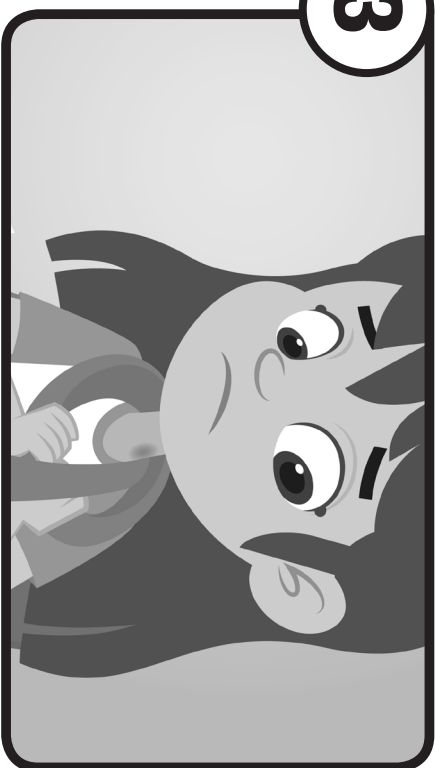
Sarah saw a bruise on her friend Abby's arm.

1



Sarah knows that **Hitting is Wrong**. We always **Tell a Grown-Up** about **Hitting**.

3



Then Abby had another bruise on her neck.



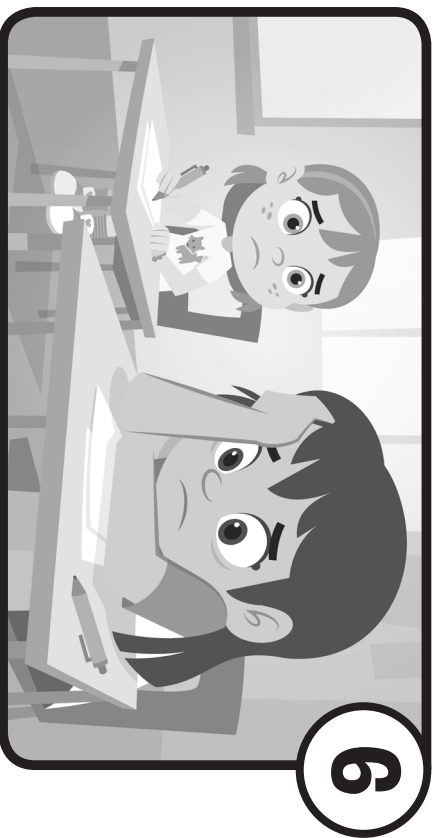
Sarah asked Abby if someone at home hit her.

cut line

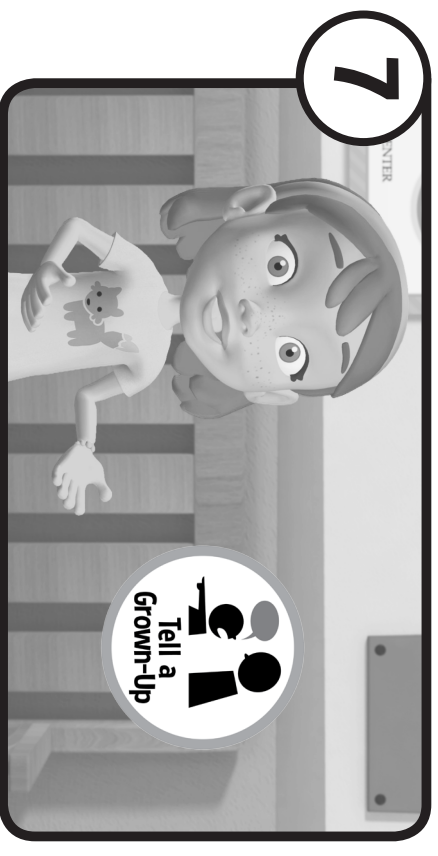


Abby said yes, but made Sarah promise not to tell anyone.

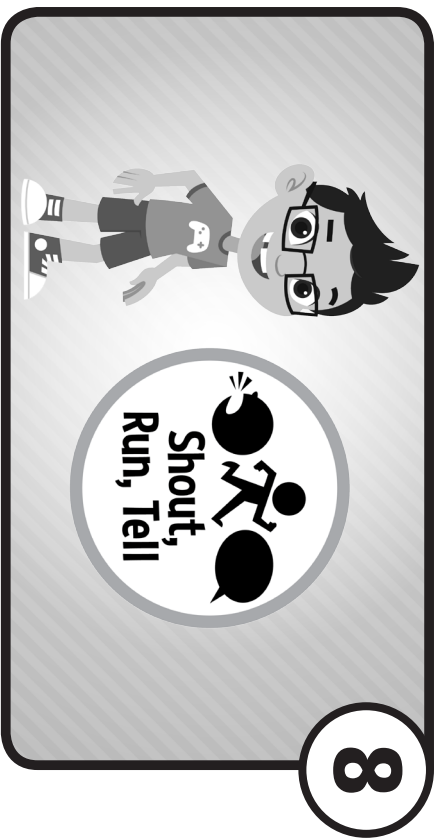
fold line



Sarah knew that we can never keep **hitting** a secret.



Sarah helped Abby by **Telling a Grown-Up** about her bruises.



8

Lenny knows that we **Shout, Run, and Tell** if someone makes us feel **unsafe**.

cut line



10

Then we **get away and Tell a Grown-Up** we trust.

fold line



9

We **shout** for them to stop so that everyone can hear.

The Protect Yourself Rules



Lenny and Sarah use **The Protect Yourself Rules** to stay safe.

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